

The Single Plan for Student Achievement

Rosa Parks Environmental Science Magnet School

School Name

01-61143-6090187

CDS Code

Date of this revision: 4/01/2013

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Berkeley Unified School District

School District

Superintendent: Javetta Cleveland/Neil Smith
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The District Governing Board approved this revision of the School Plan on .

I. Consolidated School Plan for Educating The Whole Child

School Name: Rosa Parks Environmental Science Magnet School	School Year: 2013-2014
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Summary of School Goals:

- Continue to build and implement a pre-K-12 comprehensive and aligned system of common core curriculum, instruction, assessment and intervention. Rosa Parks will :
 - Improve the implementation and consistency of the academic program, specifically the English language arts and mathematics curriculum, assessments and interventions for students needing additional support
 - Design and implement an English Language Development program K-12 for English learners
 - Identify and implement a curriculum for extended learning programs that supports students' classroom learning as well as the development of the whole child
 - Continue to develop early intervention best practice strategies through the response to interventino model to meet the learning needs of students at the first sign of academic struggle
- Strengthen the ability of staff to educate a diverse student body. Rosa Parks will:
 - Develop an Equity Centered Professional Learning Community to guide staff in setting equity goals to address issues of race, class, privilege and how these impact students and families in our school.
 - Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) initiate a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline
 - Support all teachers in developing programs to personalize the learning environment for all students
 - Identify successful models within the district and facilitate teachers learning from one another through an organized structure, for example, lesson study, walk-throughs, or action research
- Partner meaningfully with parents. Rosa Parks will:
 - Develop a plan for increasing staff to support parent involvement in the schools
 - Provide parent forums and educational events on topics identified as critical by diverse parent groups, in formats that honor the cultures and languages of the participants
 - Assist parent groups, parent involvement staff and district departments in our efforts to strengthen parent-school relationships
 - Provide direct support to parents/guardians at our school

Site Committee Representatives:

Parents/Community	Staff
(Chair): Jose Fernandez	(Principal): Paco Furlan
(Co-Chair, if applicable):	(Teacher): Lynda Arnold
Stacey Kimmons	(Teacher): Katie Curry
Patricia Rodriguez	(Teacher): Becky Lum
Vanessa Lim	(Classified): David Barba
Jennifer Kagiwada	

Signatures required for the following:

BSEP Planning & Oversight Committee Representative:

DELAC Representative (District English Learner Advisory Committee):

II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on 4/1/13.
8. This school plan was adopted by the School Governance Council on 4/9/2013.

Paco Furlan

Principal

Signature

Date

Jose Fernandez

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Natasha Beery

Director, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Co-Superintendent

Signature

Date

III. School Vision and Mission

Mission

The mission of Rosa Parks Elementary School is to welcome children of all abilities and cultural backgrounds and teach them to excel in both academic subjects and interpersonal skills. They learn to reason, see their place in the world, and express their ideas by studying mathematics, environmental science, and the language arts. All students develop the creative and critical thinking skills needed to navigate our challenging world and a level of empathy that makes them assets to their community and stewards of their environment.

Vision

Rosa Parks Elementary School is a safe and nurturing place where academic excellence is the standard for all. The students and the families here come from different walks of life; we have special gifts and special needs; we speak many languages and have varied traditions. We come together with a spirit of curiosity and respect to develop a lifelong love of learning. By studying the natural world we develop a respect for the diversity of our school, our community, and our planet. A sense of wonder bolsters our classroom experiences and we leave Rosa Parks with a deep sense of fair play and with the skills we need to achieve in middle school and beyond as lifelong learners.

IV. School Profile

Rosa Parks School opened in 1997 after three year planning period in which parents, teachers, staff, and neighbors gave input. Through the efforts of the planning committee and support of the business and private community, the Rosa Parks School Capital Campaign raised funds and created partnerships which allowed the school to build a full-sized gymnasium, a fully equipped Science Lab, and a computer lab. When the school opened, there was a belief that it takes a village to raise a child and the physical layout of the school echoes this belief. The school is designed as a village in clusters of small buildings surrounding the interior courtyards. which lends itself to a feeling of being at home in a safe and nurturing environment.

In addition to following the state adopted curriculum, Rosa Parks is dedicated to educating "The Whole Child." As an Environmental Science Magnet, we are proud to have the only fully equipped Science Lab in all of the Berkeley public elementary schools. The lab is staffed with a full-time Science instructor which enables the students to have access to a variety of hands-on learning experiences. We are committed to providing our students with an opportunity to experience science beyond the classrooms, both on campus and at the nearby Aquatic Park and Berkeley Marina. In addition to our focus on science, we also believe that the arts are an integral part of educating "The Whole Child." An example of how the arts are integrated into the core curriculum is evidenced by a tile mosaic mural on the Rosa Parks campus. This garden mural shows the life cycle of a bean plant and a butterfly as well as the layers of soil, rock and ground water below the garden. Forty second and third grade students and three teachers participated in this project. Additionally, Rosa Parks students have access to Cooking and Gardening which provides them with opportunities to acquire the skills to make healthy nutrition choices. The district-wide Music Program provides music literacy (singing, rhythm, recorder) once a week to all third grade students and twice a week to all fourth grade students. Fifth grade students choose between band, orchestra and chorus. Finally, our PE program is supported by PlayWorks which helps students learn to play organized games during recess time, engages them in physical activity, and develops their ability to play fairly with others.

Rosa Parks has a strong relationship with the Rosa Parks Collaborative, which is a program of LifeLong Medical Care. The Family Resource Center at Rosa Parks emerged through this partnership. The Collaborative Coordinator and Site Principal work together to provide support to children and their families throughout the school day as well as before and after school. Family/Community Outreach, Mental Health Services, and Kids' Village Before and Afterschool Program are the main services offered through the Family Resource Center. The Family Resource Center has played an integral role in assisting with parent outreach and bringing a diverse group of families together at Rosa Parks. Starting with the 2009-2010 school year, the Family Resource Center has sponsored a once a month family night called "The Tour of the World." These events help us to celebrate the diversity of our community by focusing on a region of the world each month. To celebrate, staff members and families host tables with activities for our children to learn more about the focus region. There is also a dinner focusing on foods from the region as well as art and performances by our children and other community members. This partnership between the school site and Rosa Parks Collaborative allows Rosa Parks to be a place in the community where students and families have one stop access to a plethora of educational, health, and social service resources designed to help our students succeed in school.

Current enrollment at Rosa Parks is 442 students. In some ways, the demographics of the school mirror that of the District with the exceptions of fewer African American students and more Latino, Disadvantaged, and English Language Learners. The students are 13% African American, 31% Latino, 29% White, 20% Multi-Ethnic/Other, 4 % Asian, 6% Students with Disabilities, 27% English Language Learners, and 35% Disadvantaged. The percentage of African Americans has decreased at Rosa Parks since 2003 while the percentage of students who are White and Multi Ethnic/Other has increased during this same time period.

Our current class configuration is as follows: four K's (Four English only), four 1st's (two regular English, two Two-Way Immersion Spanish), four 2nd's (two regular English, two Two-Way Immersion Spanish), four 3rd's (two regular English, two Two-Way Immersion Spanish), two 4th's (one regular English, one Two-Way Immersion Spanish), and two 5th's (one regular English, one Two-Way Immersion Spanish). We are slowly transitioning our TWI program out of the school one grade level at a time, starting with the 2013-14 school year with no TWI in KG. Students are placed heterogeneously in our regular English classrooms and by parental choice in our Two-Way Immersion Spanish classrooms with the goal of 50% native Spanish speakers and 50% native English speakers in the TWI classrooms only. The academic expectations are the same in all classrooms based on the California Content Standards at each grade level. All In the TWI classrooms, students learn to speak, read, and write in Spanish while the instruction in English increases annually. For example, in Kindergarten, approximately 75% of the instruction is in Spanish and 25% is in English. In 1st grade, the ratio changes to 70% in Spanish and 30% in English. In 2nd grade, 60% Spanish and 40% English. In 3rd grade, 50% Spanish and 50%

English. In 4th and 5th grades, this stabilizes at 40% in both Spanish and 60% English with this program continuing at the Middle School Level until the end of 8th grade.

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

The SGC looked at both summative and formative data around the areas of reading, math and writing to make priorities for the school. The SGC also relied on the perspective and experience of the staff and faculty on the SGC who use student data in their daily teaching in order to improve student achievement.)

B. Surveys

The School Governance Council (SGC) created an online survey using Survey Monkey and also sent home a paper version of the survey. Both the online and paper versions of the survey were available in English and Spanish. The SGC made a particular effort this year to increase the parental response rate, and to increase the diversity of the respondents. The SGC also collaborated with the PTA in both creating, disseminating, and tabulating the results. Over 300 surveys were submitted to the school. The SGC also gave Rosa Parks staff a survey that focused on rating current programs as well as prioritizing spending for next year. This survey was filled out by most, but not all, Rosa Parks teachers. The results of both the parent survey and the staff survey informed the SGC's decisions about funding priorities.

C. Classroom Observations

The school principal observes teachers through weekly informal classroom walkthroughs and formal observations. The formal observation process consists of teachers identifying and setting professional goals, formal observations by the principal, pre and post observation conferences, and a summative evaluation. Both informal and formal observations provide information about instruction, curriculum, and student learning. This information is used to plan staff development and guide staff/ collaboration meetings.

D. Student Work and School Documents

Teachers collaboratively meet during the year to analyze student work samples and plan instruction.

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests, TCRWP, are given 3 times a year and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals, plan interventions, and individualize learning. The Literacy Coach has instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. CELDT is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies.

E. Analysis of Current Instructional Program (See Appendix E)

VI. Description of Barriers and Related School Goals

It also goes without saying that our plan for student achievement is constrained by the limited financial resources available to the school and the District. To fully implement our vision for Rosa Parks would require financial resources far beyond what is currently available. Nevertheless, the SGC has endeavored to use the limited data available (including very valuable data received from the parent and staff surveys), and limited resources available to implement the vision for Rosa Parks in as comprehensive a way as is feasible.

Barriers to school goals include:

1. Students receive a standards-based program in English Language Arts and Math, although the articulation across and between grade levels has been inconsistent;
2. The most recent SBE-adopted (K-8) core and intervention materials in mathematics and reading/English/language arts (ELA) and English Language Development (ELD) for every school and classroom in the district have not been consistently used and implemented;
3. Time provided for teacher collaboration is not sufficient;
4. Data-driven collaboration and curriculum planning to address needs of students is inconsistent across grade levels;
5. There is a ongoing need for consistent and data-driven differentiation and intervention in the classroom (Tier 1);
6. Demand for intervention (Tier 2 and Tier 3) in math and reading may exceed available resources;
7. Parent involvement varies within the school, and home/school communication is inconsistent;
8. Perception exists in the community that there are not enough resources to challenge our students performing at or above grade level;

VII. School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	274	304		85	117		28	32		19	16	
Growth API	825	884		963	957		726	758		737	845	
Base API	797	825		958	963		612	726			737	
Target	3	A		A	A							
Growth	28	59		5	-6							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	105	105		96	84		148	127		30	32	
Growth API	739	833		703	792		732	804		639	740	
Base API	711	739		673	703		676	732		764	639	
Target	5	5		6	5		6	5				
Growth	28	94		30	89		56	72				
Met Target	Yes	Yes		Yes	Yes		Yes	Yes				

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Rosa Parks Environmental Science Magnet School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	107	76	
Percent with Prior Year Data	93.5	100.0	
Number in Cohort	100	76	
Number Met	59	49	
Percent Met	59.0	64.5	
NCLB Target	54.6	56	57.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	108	20	76	19		
Number Met	28	--	25	--		
Percent Met	25.9	--	32.9	--		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	*	Yes	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	1,098	846	
Percent with Prior Year Data	94.6	99.8	
Number in Cohort	1,039	844	
Number Met	630	550	
Percent Met	60.6	65.2	
NCLB Target	54.6	56	57.5
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	865	423	762	302		
Number Met	278	217	219	156		
Percent Met	32.1	51.3	28.7	51.7		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	No	
Met Target for AMAO 3	Yes	No	

VII. School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	97		100	99		94	92		100	100	
Number At or Above Proficient	162	224		78	106		11	16		11	10	
Percent At or Above Proficient	59.1	74.2		91.8	90.6		39.3	50.0		57.9	62.5	
ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	96		100	97		99	100		94	82	
Number At or Above Proficient	37	63		29	45		55	71		14	18	
Percent At or Above Proficient	35.2	61.2		30.2	54.2		37.2	55.9		46.7	60.0	
ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

VII. School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	97		100	99		94	89		100	100	
Number At or Above Proficient	191	240		79	107		13	18		12	12	
Percent At or Above Proficient	69.7	80.0		92.9	91.5		46.4	58.1		63.2	75.0	
ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	95		100	96		99	98		94	82	
Number At or Above Proficient	56	72		43	53		77	81		12	17	
Percent At or Above Proficient	53.3	70.6		44.8	64.6		52.0	64.8		40.0	56.7	
ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes		Yes	Yes		Yes	Yes		--	--	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			4	57	1	14			2	29	7
2	1	9	7	64	2	18	1	9			11
3			13	48	12	44	1	4	1	4	27
4	3	19	4	25	7	44			2	13	16
5			8	53	7	47					15
Total	4	5	36	47	29	38	2	3	5	7	76

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: ACADEMIC ACHIEVEMENT

Goal Statement:

Rosa Parks Environmental Science Magnet School will increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

English Language Learners (EL)

Grades 2-5 scoring at Far Below Basic and Below Basic on the California Standards Test (CST)

Anticipated annual performance growth for each group:

1.1 Reduce the percentage of all students scoring Below Basic and Far Below Basic on the CST in ELA and Math by at least 3 percentage points annually.

1.2 Increase the percentage of third graders demonstrating grade level proficiency 15% each year to reach 85% by 2014 using the Teacher College Reading and Writing Project Assessment (TCWRP)

1.3 Increase the percentage of English learners who demonstrate annual progress in reading, writing, speaking and listening on the CELDT (AMAO 1), which already exceeds the state target, to 75%.

1.4 Increase the percentage of English Learners demonstrating English language proficiency so that at least 60% of English learners will be re-classified as Fully English Proficient (RFEP) within six years of attending BUSD or another California school by 2014.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

RTI / ULSS Snapshot Meetings

Professional Learning Community (PLC) Data Meetings

Other Collaboration / Staff Meetings

District Benchmark Assessments for ELA and Math

Class Profiles

Group data to be collected to measure academic gains:

District Benchmark Assessments for ELA and Math

CST in English Language Arts and Math

The Single Plan for Student Achievement

California English Language Development Test (CELDT)
 Teacher College Reading and Writing Project Assessment (TCWRP)
 Re-Designation (RFEP) Records

Total Expenditures in this Goal: \$134,147

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Rosa Parks teachers and staff ensure implementation of a balanced, high quality English Language Arts Program using district-adopted programs and practices within a dedicated literacy block. Teachers will implement the Columbia Teacher's College Reading Program, Caulkin's writing program, guided reading, literature circles, readers' workshop, and spelling lessons with the support of the Literacy Coach. The Coach will give ongoing training to personnel during staff meetings and will provide model lessons in classes. Teachers will be released (using hourly and full day substitutes) to observe one another and plan curriculum and instruction. Teachers will receive district-provided training during the Summer Literacy Institute and implement practices from the training. The Rosa Parks administration and leadership will make every effort to ensure maximum participation at the Summer Literacy Institute among Rosa Parks teachers. Those that have received training and coaching will work to support other staff during collaboration to further develop and implement Reader's Workshop. The Principal and teachers will develop common agreements and school-wide practices for implementing Reader's Workshop at all grade levels. All appropriate and necessary materials will be purchased including leveled texts, book sets, work work materials, teacher resources, handwriting materials, Quick Read books, listening centers/cd's, software, and all necessary materials including but not limited to pencils, pens, markers, paper, folders, and chart paper. Conduct a retreat at the start of the 2013-14 school year to create a focus for the year around literacy Contract with Build and Stiles Hall tutoring services Continue to implement the accelerated reader program Provide after school reading intervention and reading recovery Hire a facilitating 4/5 teacher to make class size smaller in the 4th grade afternoon writing class	August 2013-June 2014	1102: Certificated – Monthly	Literacy Coach (.45 FTE + .55 FTE District Match)	Title I 23,671 EIA-LEP 11,762
		1116: Certificated – Hourly	Hourly Teacher small group instruction for 4/5	BSEP 6,500
		5800: Contracted Services	Westerbeck Prof Dev Contract	BSEP 1,800
		5800: Contracted Services	BUILD and Stiles Hall tutoring	Other 5,000
		4300: Instructional Materials & Equipment	Accelerated Reader contract	BSEP 1,600

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Dedicated Literacy Block:</p> <p>Instructional Minutes: Kindergarten: minimum 60 minutes daily 1st-3rd grades: 120 minutes daily (45 minutes for writing and 75 minutes for reading) 4th-5th grades: 90 minutes daily (including 45 minutes for writing)</p>				
<p>2. Continue to implement an English Language Development (ELD) program for English Language Learners:</p> <ul style="list-style-type: none"> • Ensure every English Learner receives 30 minutes of systematic ELD daily at the appropriate CELDT level using the district adopted program • Implement a system to monitor the progress of every EL student in English to ensure that each student is gaining at least one CELDT level per year, using the ELD blue card as an active instrument to support ELs • Participate in district professional development and provide site-level training in implementation strategies to ensure all student receive required ELD content • Use GLAD strategies • Implement the new district-adopted program all classrooms • Allocate hourly funds and provide substitutes for teachers and support staff to administer CELDT • Hold parent/guardian workshops on understanding the CELDT and the ELD program at Rosa Parks • Develop and distribute clearly-written (in English and Spanish) materials explaining the ELD program to Rosa Parks parents • Devote staff/collaboration time to analyze CELDT scores, levels, and ELD instruction • Devote staff/collaboration time to strengthen instructional strategies for teaching ELs <p>Hourly tutor support to help with PBS system and student support Supply Hourly</p>	August 2013-June 2014	1102: Certificated – Monthly	ELD Coach/ Reading Recovery/ After School Reading Coordination/ .6 - 4/5 Class size reduction	BSEP 11,350 EIA-LEP 13,315 EIA-SCE 10,593
		1116: Certificated – Hourly	Hourly Teacher after school reading intervention in Spanish	BSEP 4,000
		1116: Certificated – Hourly	After school reading intervention and reading recovery	BSEP 4,500
		1116: Certificated – Hourly	Sub Days for Professional Development (10 Sub Days)	BSEP 2,000
		4380: Other / Reserve	Reserve for Personnel Variance	BSEP 5,199 Title I 827 EIA-LEP 1940 EIA-SCE 1,676

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>All supplementary materials such as consumable books, software and educational games, additional resources, and literature books required to support ELD instruction shall be purchased as needed.</p>				
<p>3. Rosa Parks teachers and staff will ensure that all students are provided high quality mathematics instruction:</p> <ul style="list-style-type: none"> • Principal will ensure that all teachers in the school use the EveryDay Math (EM) curriculum with fidelity; • Use district math assessments to monitor student progress; • Use EM and district math assessments to conduct data-driven teacher collaboration and professional development; • Use EM assessment results to inform Response to Intervention (RtI) and after school intervention programs; • Participate in ongoing training for K-5 math curriculum and instruction (all teachers K-5); • Devote Staff/Collaboration Time to analyze math assessment data and instructional practices; • Develop an In-House Cycle of Inquiry to look at best practices in math and implement them; • Assign one teacher to be the leader of the In-House Cycle of Inquiry; ideally this teacher would also be the Math Teacher Leader; this teacher will be responsible for organizing and coordinating in-house collaboration but will also serve as a liaison with LHS for the Family Math Nights • Host Family Math nights sponsored by EQUALS at the Lawrence Hall of Science, to further teach math standards to Rosa Parks students and expose all participating students and their families to fun, experiential, applied math and science concepts; • Host at least one Parent Math Curriculum 	<p>August 2013-June 2014</p>	<p>1116: Certificated – Hourly</p> <p>4300: Instructional Materials & Equipment</p>	<p>Math Intervention, enrichment (teacher hourly)</p> <p>Science supplies- BSEP</p>	<p>BSEP 10,500</p> <p>BSEP 1,000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>Information Night, where parents can learn about the EM curriculum and how they can support it at home</p> <p>Provide resources for before and after school math intervention.</p> <p>Provide resources for teacher math coach.</p> <p>All necessary materials, journals and mathematics manipulatives (calculators, metric rulers, base ten blocks, white boards, geometric templates) will be purchased as needed.</p> <p>Instructional minutes: Kindergarten: 50 minutes daily, including interventions 1st-3rd grades: 60 minutes daily 4th-5th grades: 60 minutes daily</p>				
<p>4. Provide early intervention best practice strategies through the Universal Learning Support System (ULSS) model to meet the learning needs of students at the first sign of academic struggle.</p> <ul style="list-style-type: none"> • Use research based curriculum such as Read Naturally as part of Tier II interventions • Hold GRTI meetings every 6 weeks. • Implement Response to Intervention (RtI) three tiered response (classroom, small group, and learning center), with an emphasis on Tier I support • Provide push-in intervention support (tier I and II) for identified groups of students within the classroom by members of the ULSS team (Full Inclusion Teacher, Resource Teacher, Literacy Coach, ELD Coach/Teacher, and other identified support staff) • Provide pull-out intervention support (tier II and III) for identified students by members of the ULSS team (Full Inclusion Teacher, Resource Teacher, Literacy Coach, ELD Coach/Teacher, tutors, and other identified support staff) 	<p>August 2013-June 2014</p>	<p>5800: Contracted Services</p>	<p>Afterschool Tutors - Family Resource Center contract</p>	<p>BSEP 4,000 Other 6,000</p>
		<p>1116: Certificated – Hourly</p>	<p>After School Intervention Teacher/ Reading Recovery after school (97 hours)</p>	<p>BSEP 3,500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> • Provide staff with professional development in differentiation and RtI practices with a focus on strengthening Tier I interventions (both academic and social-behavioral) using 4-6 week progress monitoring systems. • Hold SST meetings for students whose needs are not being met in the regular classroom (both struggling students as well as those who are academically advanced) and develop an action plan to meet their needs • Continue case management of student support services including: hearing, vision, dental, homelessness, and other health and social service related issues <p>Create an after school program coordinator/ ULSS teacher that will progress monitor and work with students that need extra intervention Hire UC Berkeley BUILD tutors to work in our after school literacy program</p> <p>We will continue to implement Language lab, flooding teachers and instructional aids to help students. We will also continue to implement our after school reading intervention for our ELL students.</p>				
<p>5. Support transitions for students as they move from Pre-K to K and from 5th to 6th grade</p> <ul style="list-style-type: none"> • Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes • Hold transition meetings for 5th grade Special Education students for middle school placement • Hold transition meetings for Pre-K Special Education students for Kindergarten placement <p>Continue PTA sponsored Kindergarten welcoming gatherings such as Spring meetings and the annual Kindergarten Barbeque to smooth the transition from Pre-K to K.</p> <p>Continue Middle School visitations by 5th grade students as organized/scheduled by the district</p>	August 2013-June 2014			
<p>6. Ensure that IEP's for Special Education students list appropriate and measurable academic goals for students aligned with state standards</p>	August 2013-June 2014			

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> Discuss and review Special Education goals during IEP meetings, ULSS meetings, and staff collaboration time Meet regularly with Special Education Program Supervisor, Full Inclusion Teacher, and Resource Teacher to review IEP goals Ensure that IEP goals for Special Education students will be measurable, aligned with state standards, and include a gradual increase of anticipated achievement while reflecting high expectations for students 				
7. Teachers will conduct data driven and results-based collaboration. <ul style="list-style-type: none"> Berkeley Office of Evaluation and Assessment will guide and assist staff in using data to inform instruction, monitor student progress, and set measurable goals for student achievement Teachers and support staff will use the information gathered to plan and adjust targeted instruction Teachers will work with the Mills program on an inquiry cycle with their most challenged students. Teachers will have the chance to participate in Mills professional development after school.	August 2013-June 2014	1116: Certificated – Hourly	Mills Teacher's College Professional Development- After school teacher hourly	TIP 2,414
8. The school will supply support to our SLD language Lab program, will provide materials for intervention in Spanish, and provide funding for a conference in bilingualism.	August 2013-June 2014	4300: Instructional Materials & Equipment	\$	BSEP 1,000

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$56,949	\$24,498	\$0	\$27,017	\$12,269	\$2,414	\$11,000

VIII. Planned Improvements in Student Performance (continued)

Goal #2: STRATEGIES TO PROMOTE STUDENT SUCCESS

Goal Statement:

Rosa Parks Environmental Science Magnet School will implement strategies to engage students in their learning and interventions to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders

Special Education Students

Students defined as “at-risk” through excessive absences or suspensions

African-American Students (to address disproportionality)

Anticipated annual performance growth for each group:

2.1 Continue to maintain a 92% daily enrollment rate.

2.2 Reduce the number of African-American students identified for special education services with a specific focus on reducing the percentage of African-American students who are found eligible as specific learning disabled (SLD).

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:

RTI / ULSS Snapshot Meetings

Positive Behavioral System (PBS) Meetings

Other Collaboration / Staff Meetings

Teacher / Parent / Student Conferences

Group data to be collected to measure academic gains:

PowerSchool Attendance Information

Special Education Information System (SEIS) Reports

PowerSchool / Student Services Suspension Report

PowerSchool PBS Report

Total Expenditures in this Goal: \$86,250

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>1. Provide professional development to (a) improve culturally and linguistically responsive teaching and (b) continue to use a positive behavioral support system, in order to increase student engagement and achievement and reduce inequities in discipline.</p> <p>Rosa Parks will continue to implement the district adopted program (Building Effective Schools Together (BEST), along with Second Step, and Welcoming Schools anti-bias curriculum to increase student achievement and engagement, reduce inequities in discipline, safeguard students from bias, and promote positive behavior support.</p> <ul style="list-style-type: none"> • Teachers, classified staff, parents, and the principal will create and display school-wide rules for common areas. Rules will be posted in all common areas, school communications, and communicated to parents/guardians • Teachers, classified staff, parents, and the principal will and develop strategies for teaching and reinforcing school-wide behavior expectations throughout the year • All staff will teach students school-wide rules and behavior expectations through specific lessons, school-rules assemblies, and by modeling expected behavior • All staff will reinforce and reteach expected behavior in students through the use of positive recognition, active supervision techniques, and conflict resolution/de-escalation strategies • Parents/Guardians will receive information on school rules at the beginning of the year. Rules will be referred to throughout the year. • Teachers will develop grade level agreements for when to refer a student to the office and when to address student behavior in the classroom • Continue to use progressive discipline and logical consequences to help students correct when they make negative behavior choices • Teachers and Principal will work collaboratively to identify key lessons in Second Step, Welcoming Schools, and PBS lessons to be taught at each grade level. • Noon duty supervisors and Kids' Village group leaders with other identified support staff will meet regularly to strengthen their supervision 	<p>August 2013-June 2014</p>		<p>Prizes for students and medals of recognition</p>	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>techniques, learn additional strategies, and problem-solve student conflict situations as they arise</p> <p>School will continue the IPBS (individual positive behavior team) to work with students with difficult behavioral challenges.</p> <p>Rosa Parks will implement a system of recognizing students for following school-wide behavior expectations as part of a positive behavior support system.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Using student certificates of acknowledgement, and positive reinforcement coupons (Way To Be cards) • Holding regular assemblies to recognize students • Displaying/recognizing students in school newsletters and/or on school and class bulletin boards • Training teachers and staff on Active Supervision methods • Involving students in selecting a school-wide reward when a designated number of positive reinforcement coupons have been earned <p>Materials and supplies such as books, posters, dvds, and student incentives, will be purchased to support this implementation</p>				
<p>2. Integrate visual and performing arts into the curriculum to ensure that every child has the opportunity to practice critical thinking, to acquire knowledge in a meaningful way, to discover and express their own experiences, to investigate creative ideas, to make new connections for themselves and others, and to learn the value of collaboration, interdependence, and compassion.</p> <ul style="list-style-type: none"> • Time will be spent during collaboration meetings to develop lessons and units of study to be implemented throughout the school year • Support will be given in the planning, preparation, and implementation of the arts in 	August 2013-June 2014	2102: Classified – Monthly	K-2 Dance Specialist - .28 FTE (includes .098 Arts Integration PD)	BSEP 12,500 Other 7000
		4300: Instructional Materials & Equipment	Materials and Supplies, enrichment materials	BSEP 10,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<p>the classroom</p> <ul style="list-style-type: none"> Students in grades K-2 will receive Vocal Music once a week Students in grades 3-5 will continue to participate in the BUSD music program Regular communication with the Visual and Performing Arts District coordinator will occur <p>Purchase materials/supplies to support the visual and performing arts programs.</p>				
<p>3. Develop an Equity Centered Professional Learning Community to guide staff in setting equity goals to address issues of race, class, privilege, and how these impact students and families. Support all teachers in developing programs to personalize the learning environment for all students.</p> <ul style="list-style-type: none"> Rosa Parks teachers and staff will provide specific differentiation, intervention, or remediation for students who excel, are GATE identified students, need additional time to learn, are designated as Special Education students with Individual Education Plans (IEP), or are underperforming students. Collaboration and Staff meeting time will be spent discussing focus students (gifted and talented students (GATE), English Language Learner students, newcomers, or students who have a significant history of low achievement). Teachers will create individualized learning plans for several focus students Health, wellness, and fitness instruction will be integrated into the curriculum and will include cooking and gardening classes, character development, social competency, and conflict resolution strategies. Students will have access to the Science lab in order to have hands on learning experiences that will allow them to develop higher order thinking skills and scientific reasoning. This will be showcased in a culminating event in the Spring, i.e. Science Fair. Lunchtime enrichment activities will be provided for students. <p>Provide additional k-1 recess coverage</p>	<p>August 2013-June 2014</p>	<p>5800: Contracted Services</p>	<p>PlayWorks - PTA</p>	<p>PTA 25,500</p>
		<p>5800: Contracted Services</p>	<p>The Mosaic Project- \$13,000 Fees, \$9,000 BSEP</p>	<p>BSEP 9,000 Other 17,250</p>
		<p>2916: Noon/Recess Director - Hourly</p>	<p>Additional K-1 Recess coverage (348 hours)</p>	<p>BSEP 1,000 PTA 4000</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
Purchase materials and supplies to support the health/wellness/fitness/Science programs and help to personalize the learning environment for all students.				

	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$32,500	\$0	\$29,500	\$0	\$0	\$0	\$24,250

VIII. Planned Improvements in Student Performance (continued)

Goal #3: PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND LINGUISTIC RESPONSIVENESS

Goal Statement:

Rosa Parks Environmental Science Magnet School will establish Partnerships with our families and community to increase academic success for all students while ensuring that all systems are culturally and linguistically responsive to the needs of our students and families.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth Graders
African-American and Hispanic / Latino Students and Families

Anticipated annual performance growth for each group:

- 3.1 Increase the percentage of families who report feeling welcomed and valued as a partner in their child’s education.
- 3.2 Increase the percentage of certificated employees of color by 3% annually.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:

On a regular basis, teachers, principal and other support staff will evaluate progress of all students through:
Professional Learning Community (PLC) Data Meetings to review survey results
Other Collaboration / Staff Meetings

Group data to be collected to measure academic gains:

Parent Survey
SGC Ethnicity Report
CALPADS

Total Expenditures in this Goal: \$37,181

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Provide parent forums and educational events on topics identified as critical by diverse parent groups, in formats that honor the cultures and languages of the participants	August 2013-June 2014	2116: Classified – Hourly	Childcare for Parent Nights	
		5800: Contracted Services	LHS-Family Math Night- PTA	PTA 1,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
<ul style="list-style-type: none"> Provide ongoing training and support so that Rosa Parks, parents, and the community can work together as equal partners in education through a 9 week Parent Involvement Education Program. (PIQE) Provide weekly parenting classes, based upon the needs of parents, and student tutoring sessions. Monthly family nights will take place through the "Tour of the World" Program implemented by the Family Resource Center and Rosa Parks Staff. Host Family Math nights sponsored by EQUALS at the Lawrence Hall of Science, to further teach math standards to Rosa Parks students and expose all participating students and their families to fun, experiential, applied math and science concepts; Host at least one Parent Math Curriculum Information Night, where parents can learn about the EM curriculum and how they can support it at home <p>Purchase materials such as movies and parent resource books to facilitate discussions/adult learning. Provide food and childcare at the meetings to ensure participation from all families.</p>		5800: Contracted Services	PLAN institute for parent involvement- \$581 from Title I Parent Involvement funds	BSEP 4,600 Title I 581
<p>2. Provide direct support to parents and the community to wrap services around all students in order to ensure that their health and social-emotional needs are met. Events and services will include Halloween Candy Exchange, Holiday Food Drive, Dental and Vision Screenings, school based mental health services, parent computer classes, and the parent language exchange program.</p> <p>Employ parent advocates through the family resource center that represent the diversity in the student body at Rosa Parks. The advocates will help families navigate the school system.</p> <p>Work with Experience Core to get 10 hours of retired</p>	August 2013-June 2014	5800: Contracted Services	Family Resource Center - PTA	PTA 10,000
		5800: Contracted Services	Family Resource Center- Parent advocate, volunteer coordinator	BSEP 4,000
		5800: Contracted Services	Experience Corps Contract	BSEP 2,500

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
volunteer help into KG classrooms as "room grandparents"				
3. Support our Garden program to continue to have some level of Garden services in the k-1 greades	August 2013-June 2014	5800: Contracted Services		BSEP 5,000 PTA 5000
4. Improve the written and oral communication between Rosa Parks staff and parents: Publish a regular newsletter to the parents that provides clear and necessary information from the Principal, SGC, PTA, Family Resource Center, and other teachers and staff; Consolidate all necessary phone messages into one Monday phone blast message from the Principal; Work with the PTA to improve and continue developing the Rosa Parks PTA website; Professionally translate the most important messages that need to be communicated to Rosa Parks parents.	August 2013-June 2014	5800: Contracted Services	Newsletter	Other 1,000
		4300: Instructional Materials & Equipment	Student Planners- PTA	PTA 2,000
		2116: Classified – Hourly	Translation	Other 1,000

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$16,100	\$581	\$18,500	\$0	\$0	\$0	\$2,000

VIII. Planned Improvements in Student Performance (continued)

Goal #4:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$0

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item				Proposed Expenditure(s)	Funding Source/Cost
	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$0	\$0	\$0	\$0	\$0	\$0	\$0

VIII. Planned Improvements in Student Performance (continued)

Goal #5:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$0

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost	
	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Appendix A - Program Summary: Rosa Parks Environmental Science Magnet School

Goal 1 ACADEMIC ACHIEVEMENT	
BSEP	56,949
Title I	24,498
PTA	0
EIA-LEP	27,017
EIA-SCE	12,269
TIP	2,414
Other	11,000
Total	134,147

Goal 2 STRATEGIES TO PROMOTE STUDENT SUCCESS	
BSEP	32,500
Title I	0
PTA	29,500
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	24,250
Total	86,250

Goal 3 PARTNERSHIPS WITH FAMILIES AND COMMUNITY / CULTURAL AND	
BSEP	16,100
Title I	581
PTA	18,500
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	2,000
Total	37,181

Goal 4	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
Total	0

Goal 5	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
Total	0

Total Expenditures	
BSEP	105,549
Title I	25,079
PTA	48,000
EIA-LEP	27,017
EIA-SCE	12,269
TIP	2,414
Other	37,250
Total	257,578

Total Allocation*	
BSEP	105,549
Title I	25,079
PTA	48,000
EIA-LEP	27,017
EIA-SCE	12,269
TIP	2,414
Other	37,250
Total	257,578

Funds to Allocate	
BSEP	0
Title I	0
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
Total	0

* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

Appendix B - Budget Summary: Rosa Parks Environmental Science Magnet School

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs	11,350	23,671		24,814	10,593			70,428
Hourly Teachers	31,000					2,414		33,414
Monthly Classified	12,500						7000	19,500
Hourly Classified							1,000	1,000
Coach Stipends								0
Hourly Tutors								0
Noon Directors	1,000		4,000					5,000
Materials/Supplies	12,000		2,000					14,000
Conference & Travel								0
BUSD Buses								0
Contracted Services	32,500	581	42,000				29,250	104,331
Other/Reserve	5,199	827		2,203	1,676			9,905
Total	105,549	25,079	48,000	27,017	12,269	2,414	37,250	257,578

**Appendix C
BSEP SCHOOL SITE DISCRETIONARY FUNDS
School Year 2013-2014**

Rosa Parks School

Location Code: 124

CERTIFICATED MONTHLY SALARIES & FRINGE:			
1102	TEACHER	\$0	
1102	TEACHER-ELD, READING RECOVERY, AFTRSCHL (.13 FTE)	\$11,350	
1102	TEACHER		
1102	TEACHER		
TOTAL CERTIFICATED MONTHLY:			\$11,350
CERTIFICATED HOURLY SALARIES & FRINGE:			
1114	SUB DAYS FOR PROF DEV (10 days)	\$2,000	
1116	TEACHER HOURLY - AFTERSCHOOL READING (229 hrs)	\$8,000	
1116	HRLY TCHG-K-2 SPANISH READING INTERVENTION (114)	\$4,000	
1116	HOURLY TEACHING - MATH INTERVENTION (300 hrs)	\$10,500	
1116	HOURLY TEACHING - SMALL GROUP (186 hrs)	\$6,500	
1116	HOURLY TEACHING	\$0	
1116	CURRICULUM DEVELOPMENT HOURLY	\$0	
TOTAL CERTIFICATED HOURLY:			\$31,000
CLASSIFIED MONTHLY SALARIES & FRINGE:			
2102	INSTRUCTIONAL ASSISTANT		
2182	INSTRUCTIONAL SPECIALIST - DANCE (.182 FTE)	\$12,500	
TOTAL CLASSIFIED MONTHLY:			\$12,500
CLASSIFIED HOURLY SALARIES & FRINGE:			
2146	HOURLY TUTORS - ELD	\$0	
2916	NOON DIRECTOR (72 hrs)	\$1,000	
2916	PARENT LIAISON HOURLY	\$0	
TOTAL CLASSIFIED HOURLY:			\$1,000
SUB-TOTAL PERSONNEL:			\$55,850
NON-SALARIED CATEGORIES			
4300	MATERIALS & SUPPLIES	\$12,000	
5800	ACCELERATED READER CONTRACT	\$1,600	
5800	WESTERBECK PD CONTRACT	\$1,800	
5800	GARDENING PROGRAM CONTRACT	\$5,000	
5805	P.L.A.N. - PARENT EDUCATION CONTRACT	\$4,600	
5805	MOSAIC PROJECT CONTRACT	\$9,000	
5805	FAMILY RESOURCE CTR TUTOR & PARENT OUTREACH	\$8,000	
5805	EXPERIENCE CORPS MENTOR CONTRACT	\$2,500	
SUB-TOTAL NON-SALARIED:			\$44,500
TOTAL EXPENDITURES:			\$100,350
RESERVE FOR PERSONNEL VARIANCE & SUBSEQUENT ALLOCATION (4380):			\$5,199
TOTAL FY 2014 BSEP ALLOCATION:			\$105,549
(DIFFERENCE):			\$0

NOTES:

Priorities in the event of Fall 2013 Carryover:
To be determined by SGC Fall 2013.

BSEP FY 2013 Carryover projected to be \$3,000 - \$5,000.

Appendix D – State and Federal Programs FY 2013-2014 Budget Projection

**Berkeley Unified School District
Office of Educational Services
Preliminary Site Budget Allocations
FY 2013 - 2014**

#	LOC	SCHOOL SITES	CALPADS Enrollment	(A)	(B)	(C)	(D = B + C)	(E)	(F)	(G = E + F)	(H = A + D + G)
				BSEP/Measure A FD 04, RS 0852 233/ Pupil	Title I, Part A (Basic)			EIA Funds			Total Pre. 2013-14 Allocation
				Basic Apport. RS 3010	Parent Involve. RS 3010	Total Title I, A	ELL RS 7091	SCE RS 7090	Total EIA		
1	112	Cragmont	416	96,928	20,696	483	21,179	23,111	11,344	34,455	152,562
2	113	Emerson	288	67,104	17,667	412	18,079	12,044	8,994	21,038	106,221
3	116	Jefferson	335	78,055	17,931	374	18,305	12,044	7,261	19,305	115,665
4	118	LeConte	337	78,521	19,055	445	19,500	27,342	11,845	39,187	137,208
5	126	Malcolm X	480	111,840	25,697	536	26,233	16,926	11,402	28,328	166,401
6	128	John Muir	260	60,580	18,355	383	18,738	13,346	8,609	21,955	101,273
7	119	Oxford	315	73,395	17,415	406	17,821	10,742	7,646	18,388	109,604
8	124	Rosa Parks	453	105,549	24,567	512	25,079	27,017	12,269	39,286	169,914
9	120	Thousand Oaks	450	104,850	25,743	601	26,344	39,711	15,524	55,235	186,429
10	121	Washington	447	104,151	18,929	442	19,371	18,554	10,439	28,993	152,515
11	123	Arts Magnet	404	94,132	22,210	518	22,728	16,275	10,901	27,176	144,036
11		Total K-5 Schools	4,185	975,105	228,265	5,112	233,377	217,112	116,234	333,346	1,541,828
1	132	King	880	205,040	48,005	1,001	49,006	22,785	24,153	46,938	300,984
2	127	Longfellow	479	111,607	38,236	892	39,128	18,228	19,068	37,296	188,031
3	131	Willard	511	119,063	35,586	830	36,416	13,020	20,243	33,263	188,742
3		Total 6-8 Schools	1,870	435,710	121,827	2,723	124,550	54,033	63,464	117,497	677,757
1	137	BHS *	3,026	705,058				75,191	76,927	152,118	857,176
2	136	B-Tech *	150	34,950	9,086	212	9,298	5,208	6,048	11,256	55,504
3	135	Independent Study *	150	34,950							34,950
3		Total 9-12 Schools	3,326	774,958	9,086	212	9,298	80,399	82,975	163,374	947,630
1	262	Early Childhood *	375	87,375	10,855		10,855				98,230
1		Total Pre-k	375	87,375	10,855		10,855				98,230
18		TOTAL DISTRICT *	9,756	2,273,148	370,033	8,047	378,080	351,544	262,673	614,217	3,265,445

*** Notes for 2013-14 EIA Funding:**

- ~ New Local Control Funding Formula to replace old Weighted Student Funding based on Governor's Proposal for the 2013-14 State Budget and K-12 Education.
- ~ Will notify principals of new Local Control Funding Formula resource code when information becomes available.

*** Notes for BSEP Funding:**

Per Pupil rate of \$233 is identical to that of FY 2012-13.

Enrollment figures for Independent Study, B-Tech, and Early Childhood are agreed-upon Average Enrollments.

Independent Study's enrollment is deducted from Berkeley High's CALPADS enrollment of 3,176.

**Berkeley Unified School District
Office of Educational Services
Teacher Initiated PD Allocation (TIP)
FY 2013-2014**

#	LOC	SCHOOL SITES	FY 2012-13 Enrollment (10/3/2012 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.3299/ Pupil
1	112	Cragmont	416	\$2,217
2	113	Emerson	288	\$1,535
3	116	Jefferson	335	\$1,786
4	118	LeConte	337	\$1,796
5	126	Malcolm X	480	\$2,558
6	128	John Muir	260	\$1,386
7	119	Oxford	315	\$1,679
8	124	Rosa Parks	453	\$2,414
9	120	Thousand Oaks	450	\$2,398
10	121	Washington	447	\$2,382
11	123	Arts Magnet	404	\$2,153
11	(A)	Total K-5 Schools	4,185	\$22,306

1	132	King	880	\$4,690
2	127	Longfellow	479	\$2,553
3	131	Willard	511	\$2,724
3	(B)	Total 6-8 Schools	1,870	\$9,967

1	137	<i>BHS</i>	3,026	\$16,128
2	136	B-Tech	150	\$799
3	135	<i>Independent Study</i>	150	\$799
3	(C)	Total 9-12 Schools	3,326	\$17,727

17	D=A+B+C	TOTAL DISTRICT	9,381	\$50,000
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	\$9,381
	Per Pupil Allocation	\$5.3299

Notes for TIP Funding:

- * Enrollment figure for B-Tech is agreed-upon Average Enrollment of 150.
- * Independent Study receives funding for 150 students.
- * Berkeley High's CBEDS enrollment is decreased by 150 pupils (from 3,176 to 3,026); those pupils are enrolled in the Independent Study program.

Appendix E - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

During each trimester, K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers, support staff, and intervention teachers information about students' literacy and math development so that teachers can use this information to modify instruction based on student needs during the course of the year. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Local assessments in reading, math, and writing guide instruction. Reading Tests, DRA and QRI, given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR, DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals, plan interventions, and individualize learning. The Literacy Coach has instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice in the areas of English Language Arts, Math, and Science (5th grade). CELDT is administered to all EL students each fall to provide information on their academic progress. The Cog-At test is administered to all 3rd grade students. Those scoring at a specific level are designated as gifted students (GATE), and teachers differentiate curriculum for them. Teachers can receive training on using differentiated instruction to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, Math Assessment Collaborative (MAC), differentiated instruction, Writing Workshop, enrichment through art, music, cooking, gardening, and after school programs. In addition every teacher formally plans and assesses their own teaching plans and delivery.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and collaboration meetings are provided for teachers to study assessments, plan, and work on specific lessons for targeting low achieving students.

Weekly gathered data, running records and BEAR spelling assessments, guide the development of literacy and spelling groups and designate just-right book levels for guided reading instruction and specific spelling lessons. The ULSS team uses this assessment information along with datawise information to identify students for intervention services.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All teaching staff at Rosa Parks are certificated and teaching within their credentialed area.

In addition, roughly half of the staff are BCLAD certified, enabling them to teach in a Spanish bilingual/TWI program. The majority of the non-BCLAD staff are CLAD certified which allows them to teach English Language Learners. Teaching staff who are not CLAD certified are taking classes and will test to acquire the CLAD certificate/CTEL permit.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The principal has previously completed AB 75/SB430 training.

All teaching staff and the principal have attended SB472 training on implementing our district adopted Everyday Mathematics curriculum.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All teaching staff and the principal are attending SB472 training on implementing our district adopted Everyday Mathematics curriculum.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Literacy instructional assistance is provided by our site-based Literacy Coach. Support for our large English Language Learner population provided by our ELD Coach. The Literacy and ELD Coaches provide ongoing support and assistance for teachers through collaborative planning, co-teaching, and small group instruction. This is in-classroom support that allows teachers to observe and learn best literacy practices and assessment techniques.

District math coaches along with our math teacher leader, model lessons, help teachers build EveryDay Math curriculum, and set up yearly math teaching plans.

The Evaluation and Assessment office has teachers on special assignment, who prepare and present student assessment data to teachers, and instruct teachers on how to use data to inform instruction.

8. Teacher collaboration by grade level (EPC)

Teachers collaborate a minimum of four hours each month. This collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials. The focus for site-based collaboration is determined by the Leadership team. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other sites.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Teachers follow the designated grade-level state standards to build their curriculum units; and all teachers use state/district mandated materials to teach units in math, literacy, science, and social studies. Specific performance standards for each curriculum area is designated, and students are expected to make grade-level progress

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note that there are 315 minutes on MTThF and 265 minutes on Wednesday.)

Daily minutes:

90 English Language Arts (some of the language arts minutes can be combined with social studies and science curriculums)

30 English Language Development

60 Math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times.

Daily minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)

30 English Language Development

60 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times.

Daily minutes:

60 English Language Arts (reading and writing)

30 English Language Development and other English Language Arts interventions

50 Math, including interventions

11. Lesson pacing schedule (EPC)

The district has created and provided a pacing guide for math which ensures that all students receive the complete standards-based curriculum in this area. Local assessments are aligned with the pacing guide

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Standards-based instructional materials are used at every grade level for core curriculum. Additional materials in Spanish have been purchased with site funds to provide English Language Learners and students in the bilingual program access to the core curriculum.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Teachers use SBE-adopted, standards-aligned instructional materials for the core curriculum.

A goal for 2010-2011 is to purchase and implement standards-aligned, state approved intervention materials for our afterschool interventions

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

There are during school and after school support services that enable underperforming students to meet standards. The services include: Reading Recovery, support through the ULSS program, tutorials in ELA, ELD, and school-based support from the Resource Teacher and Full Inclusion Teacher.

15. Research-based educational practices to raise student achievement at this school (NCLB)

From classroom teachers, students receive individualized instruction, enhanced instruction time, and scaffolded lessons to increase learning success. Teachers use research-based practices when teaching guided reading, spelling, and math. Specialists support individual students with the delivery of targeted educational strategies and methods.

Instructional Assistants support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Afterschool academic interventions taught by teachers provide students who are struggling academically the opportunity to develop skills and concepts necessary to reach grade level proficiency. Volunteers provide additional assistance during this time.

The afterschool programs provide a structured environment for students to complete their homework in grade level groups. Instructional Technicians and contracted tutors provide mentoring and support for students during this time.

17. Transition from preschool to kindergarten (Title I SWP)

Transition meetings are held for Special Education preschool students entering Kindergarten. The Full Inclusion teacher attends these meetings in order to inform staff of the student's needs once the student is enrolled in kindergarten. In addition, Kindergarten teachers regularly contact preschool teachers to learn additional information about students in their class. At times, preschool programs contact the school to observe kindergarten classes and meet with teachers in order to better prepare students for Kindergarten.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Parents/guardians receive information and resources through Parent-Teacher Conferences, IEP goals and SST meetings. Back to School Night and Open House encourage parent participation, help staff receive input, and enable us to communicate standards and opportunities for assistance. Teacher, Principal, and PTA Newsletters keep families informed. All school communications are translated into Spanish. Free and Reduced price meals help students receive balanced nutrition. Our Special Education teachers and staff provide a range of services for students in Special Education. In addition, our Resource Teacher and Full Inclusion Teacher work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The Psychologist provides testing and student/family support.

Other support services include: Adaptive Physical Education, Speech Therapy, and Occupational Therapy. These services are provided to students as designated in students' IEP or 504 plan. Counseling is available for identified students and our counselors provide free parenting trainings and talks.

19. Strategies to increase parental involvement (Title I SWP)

Rosa Parks has an active PTA and ELAC and parents are involved in our SGC. Parents also regularly volunteer in classrooms and with special events . There are numerous celebrations, evening activities, informational trainings, and assemblies that occur throughout the year where parents can be involved. PIQE (The Parent Institute for Quality Education) was brought in starting with the 2009-2010 school year to provide parent education courses to our families. The Family Resource Center also hosts weekly parenting classes on a variety of topics. Finally, we have a monthly Rosa Parks Family Night through our Tour of the World program.

While parent involvement is increasing, we continuously seek to find ways to better engage and involve parents, and in particular underrepresented parent groups. This is a goal for 2010-2011.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School Governance Council is composed of 6 parents and 6 teachers who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this team. A goal for 2010-2011 is to have the make up of the SGC represent the demographics of our student population in order to have full representation and voice from all groups.

An annual survey is conducted by the SGC and given to parents/guardians and staff, . Survey information is used to develop priorities for the school and identify areas to improve

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

Rosa Parks is one of the largest Elementary schools in the district. We truly have a diverse student population, including a high percentage of English Language Learners, a large percentage of GATE identified students, and over half of our students receiving free and/or reduced lunch. This diversity enriches our school and also poses challenges as at times we have limited resources to best meet the needs of our students. Students would benefit from increased resources in the areas of Literacy support, Speech and Language, and ULSS support. It is our hope that through strategic budgeting and by identifying and acquiring additional funding sources (such as grants) that we can more fully serve our growing and diverse student population.

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

see attached Three Way Pledge

Parents Pledge:

see attached Three Way Pledge

Staff Pledge:

see attached Three Way Pledge